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ABSTRACT

The 108 item annotated bibliography provides both the practicing librarian and the student with a comprehensive source of literature in the field of media librarianship and instructional technology. The bibliography is divided into four parts. Part I deals with media and the library and is divided into the following four sections: (1) Sources of Materials, (2) Evaluation of Materials, (3) Cataloging of Media and (4) Audiovisual Equipment. Part II deals with instructional technology and is divided into the following twelve sections: (1) General Readings, (2) Psychology, (3) Research, (4) Systems, (5) Instruction, (6) Communication, (7) Media and Production, (8) Evaluation, (9) Administration, (10) Facilities, (11) Change and (12) Innovations. Part III provides a description of several periodicals related to instructional technology and the library, and Part IV provides a name index. (MF)

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MEDIA AND INSTRUCTIONAL TECHNOLOGY IN THE LIBRARY

A Bibliography of Readings

LI 002 787

CENTER FOR INSTRUCTIONAL COMMUNICATIONS · SYRACUSE UNIVERSITY

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MEDIA AND INSTRUCTIONAL TECHNOLOGY IN THE LIBRARY

A Bibliography of Readings

LI 002 787

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Copies of this bibliography may be ordered from the Oxhandler Memorial Library, Syracuse University, 123 College Place, Syracuse, New York, 13210. ($1.00 each. Check or money order only.)

PREFACE

The purpose of this bibliography of readings is to provide librarians with a comprehensive source of literature in the field of Media Librarianship and Instructional Technology.

This bibliography will provide readings for both the student and the practicing librarian. The readings will give a general understanding of the process of cataloging instructional media and with an understanding of educational technology, its approaches to instructional problems, and its implications for the future of education and libraries in general.

Part I of the bibliography deals with media and the library. This is divided into four sections:

A. Sources of Materials -- This provides a listing of sources of media including general indexes and guides to free and inexpensive materials.

B. Evaluation of Materials -- Included are the major general sources of evaluations of media.

C. Cataloging of Media -- Readings of the developing of multi-media libraries and how to handle the cataloging and scheduling of media.

D. Audiovisual Equipment -- This includes a guide to the various types of equipment available.

Part II of the bibliography deals with Instructional Technology and is divided into twelve sections:

A. General -- Readings defining the scope of the instructional technology field, its origins, relationships with other fields in education, and the preparation of its professionals.

B. Psychology -- Readings relating to educational psychology and its applications to the systematic development of instruction.

C. Research -- General reviews of the literature on instructional technology research relevant to the design and development of instruction.

D. Systems -- Readings describing the relationship of the systems approach to education and existing educational applications.

E. Instruction -- Readings describing factors in developing instructional procedures and materials within a system.

F. Communication -- Readings related to communication theory and its utilization in the design of instructional messages.

G. Media & Production -- Readings describing the attributes of various media, their relevance and application to education, criteria for their selection, and the methods and techniques for constructing various types of instructional materials.

H. Evaluation -- Readings describing methods of testing instructional products and acquiring data for their improvement.

I. Administration -- Readings concerning procedures for administering instructional systems and their related media and materials.

J. Facilities -- Readings concerning criteria and procedures for designing flexible educational environments that accommodate technology and change.

K. Change -- Readings describing the change process, procedures for cultivating change, and insuring the success and acceptance of innovation in education.

L. Innovations -- Readings describing innovations resulting from the application of technology to education and their implications for the future.

Part III provides a description of several periodicals related to Instructional Technology and the Library.

Part IV provides a name index.

We wish to acknowledge the participation of two people who provided information for this bibliography. Both are presently students at Syracuse University; Mrs. Louise Johnson from the School of Library Science and Mr. Craig Locatis from the Department of Instructional Technology. Mrs. Johnson aided in the development of Part I, and Mr. Locatis aided in the development of Part II. The development of Part II was supported through a grant from the U. S. Office of Education under the Educational Professions Development Act.

Bruce Dewey
Richard Howard

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I. MEDIA AND THE LIBRARY

A. Sources of Materials

1. Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. 3rd Edition. Palo Alto, California: Fearon Publishers. 1969. 124 pp.

   This is a well-organized guide to more than 600 carefully selected sources for thousands of items available free to teachers. All known sources for free materials have been reviewed and all items have been screened on the basis of (1) educational importance, (2) effectiveness of presentation, (3) classroom usefulness, (4) freedom from advertising of bias, and (5) assurance of current availability.

2. Horkheimer, Mary F. (ed) Educators Guide to Free Films. 29th Edition. Randolph, Wisconsin: Educators Progress Service, Inc. 1969. 798 pp.

   Over 5,000 sponsored films are listed in this volume. They are all available free of cost.

3. Horkheimer, Mary F. (ed) Educators Guide to Free Filmstrips. 21st Edition. Randolph, Wisconsin: Educators Progress Service, Inc. 1969. 138 pp.

   Over 350 sponsored filmstrips are listed in this volume. Included are areas such as Aerospace Education, Communications, Driver Education and Religion.

4. Jackson, J. L. (ed) Free and Inexpensive Learning Materials. Nashville, Tennessee: Division of Surveys and Field Service, George Peabody College for Teachers. 1970. 278 pp.

   This is a source index for over 3,700 pieces of educational materials arranged under 120 different categories; many are free, few cost more than one dollar.

5. Kone, Grace A. (ed) 8mm Film Directory. New York: Comprehensive Service Corporation. 1969. 532 pp.

   A comprehensive descriptive index.

6. National Information Center for Educational Media (NICEM) Media Indexes. Index to 16mm Educational Films. 2nd Edition. New York: R. R. Bowker Co. 1969.

   Index to 8mm Educational Film Loops. New York: R. R. Bowker Co. 1969.

   Index to Educational Transparencies. New York: R. R. Bowker Co. 1969.

Index to 35mm Educational Filmstrips. 2nd Edition New York: R. R. Bowker Co. 1969.

The basic arrangement of each index is by title, with titles listed under series entries and also cited separately. Subject access is provided in the extensive subject matter sections, which list series and titles under broad curricular categories and indicate producers.

7. Suttles, Patricia H. (ed) Educators Guide to Free Social Studies Materials. 10th Edition. Randolph, Wisconsin: Educators Progress Service, Inc. 1969. 518 pp.

This publication is devoted exclusively to free social studies materials, and uses the cross-media approach.

B. Evaluation of Materials

8. Film Evaluation Guide. New York: Educational Film Library Association, Inc. 1965. 528 pp.

The purpose of an EFLA Evaluation is to provide basic information about a film--its subject area, running time, prove, distributor, age level, and possible audience--and to give the opinion of an experienced group of film users as to its value.

9. Landers Film Reviews. Lander Associates. Los Angeles. Published 10 times a year since 1955.

Formerly the Bertha Landers Film Reviews, it is "the information guide to 16mm films." Published monthly except July and August, it gives title, distributor, date of publication, running time, cost to buy and/or rent, producer, subject, intended audience, purpose, black and white or color plus a fairly detailed critical review.

10. Selection and Evaluation of Media. Total issue of AUDIOVISUAL INSTRUCTION Volume 12, Number 1. Published by the Department of Audiovisual Instruction of the National Education Association. January 1967.

This volume consists of articles directly related to the selection and evaluation of media. Titles include: (1) "Guides to the Selection and Evaluation of Newer Educational Media" by Margaret I. Rufsvold; (2) "Media Reference Service: Neglected Step-Child of the New Era" by J. K. Bertrand; (3) "Media Stimulus and Types of Learning" by William H. Allen, and (4) "Guidelines for the Selection of Instructional Materials" by H. C. Hartsell and R. A. Margoles.

C. Cataloging of Media

11. Dailey, Jay E. "The Selection, Processing, and Storage of Non-print Materials: A Critique of the Anglo-American Cataloging Rules as They Relate to Newer Media." Library Trends. October 16, 1967. 283-9.

    Considers the problems of processing non-book materials and comments on the adequacy of the new Anglo-American Cataloging Rules from the viewpoint of larger public and university library collections.

12. Gaver, Mary V. "Emerging Media Centers--A Five-Year Report." Patterns of Development in Elementary School Libraries Today. 3rd Edition. Chicago, Illinois: Encyclopedia Brittannica, Inc.

13. Geller, Evelyn. "Commercial Media Cataloging: What's Around?" Library Journal, 93: Nov. 15, 1968. 4345-51.

    A survey of available services, their range of materials cataloging policies, and marketing patterns.

14. Grove, Pearce S., and Totten, Herman L. "Bibliographic Control of Media: The Librarian's Excedrin Headache." Wilson Library Bulletin. 44: Nov. 1969. 299-311

15. Hicks, Warren B. and Tillin, A. M. Developing Multi-Media Libraries. New York: R. R. Bowker Company. 1970. 250 pp.

16. Kujoth, Jean, (ed) Readings in Nonbook Librarionship. Metuchen, New Jersey: Scarecrow Press. 1968.

    Several practical and detailed discussions of the classification and cataloging of various forms of A-V Media.

17. Standards for Cataloging, Coding and Scheduling Educational Media. Washington, D. C.: National Education Association. 1968. 50 pp.

    A major step toward nationally-accepted guidelines of standards for catalog and computer input information on a wide range of nonbook educational media.

18. Standards for School Media Programs. Developed by the American Library Association and the Department of Audiovisual Instruction of the National Education Association. Washington, D. C. 1969. 66 pp.

    These are the first jointly produced standards and they are aimed at two objectives: (1) to bring standards in line with the needs and requirements of today's educational goals and (2) to coordinate standards for school library and audiovisual programs.

D. Audiovisual Equipment

19. The Audio Visual Equipment Directory. produced by the National Audio-Visual Association, Inc. Fairfax, Virginia. 16th Edition. 1970. 576 pp.

This is a directory of various types of A-V equipment. It is not evaluation, but does give a completely objective description of equipment produced by various manufacturers.

II. INSTRUCTIONAL TECHNOLOGY

A. General

20. Knirk, F. G., and Childs, J. W. Instructional Technology: A Book of Readings. New York: Holt, Rinehart and Winston. 1968. 300 pp.

Describes technological change in the school and society, systems design and materials programming, media characteristics, information storage and retrieval, school plant design, economics of comparative instructional systems and learning theory as related to technology.

21. Saettler, P. A History of Instructional Technology. New York: McGraw-Hill. 1968. 399 pp.

Chapter one provides a basic orientation to the educational technology field and its relationship to the behavioral and natural sciences. These are developed more extensively in later chapters.

22. Skinner, B. F. The Technology of Teaching. New York: Appleton-Century-Crofts. 1968. 271 pp.

Several chapters describe applications of behavioral science and engineering to education.

23. Trow, W. C. Teacher and Technology: New Designs for Learning New York: Appleton-Century-Crofts. 1963. 198 pp.

Describes the new media and educational objectives, their effects on the learner and his environment, technological change, systems and organizations, and how technological change might work at all educational levels.

24. Witt, P. F. (ed) Technology and the Curriculum. New York: Teachers College Press. 1968. 146 pp.

The central theme of this conference report is that the use of technology in education is inevitable and highly desirable provided that the teacher and curriculum specialist play a central role in its design and use a humanizing factor.

B. Psychology

25. Brunner, J. (ed) Learning About Learning. Washington, D. C.: Bureau of Research, U.S.O.E., 1966. 276 pp.

    A conference report examining a large range of learning problems from a cognitive view.

26. DeCecco, J. The Psychology of Learning and Instruction. Englewood Cliffs, New Jersey: Prentice-Hall. 1968. 800 pp.

    An introductory text on educational psychology emphasizing its applications to instructional design and development.

27. Fabun, D. (ed) "On Motivation," Kaiser Aluminum News.26: No. 2. 1968. 39 pp.

    An issue of the Kaiser Aluminum News describing several theories of motivation, their essential elements, and the factors influencing its development in organisms. (Single copies are available at no cost by writing Kaiser Aluminum News, Kaiser Center, Oakland, California 94604.)

28. Gagne, R. F. The Conditions of Learning. New York: Holt, Rinehart and Winston. 1965. 308 pp.

    Describes eight types of learning, the conditions necessary for the implementation of each, and their implications for the design of instruction.

29. Hilgard, E. A Basic Reference Shelf on Learning Theory. Stanford, California: ERIC Clearinghouse on Educational Media and Technology. September 1967. 17 pp.

    Summarizes the principles emphasized in two basic types of learning theories (S-R and Cognitive), describes their similarities and differences, and lists additional readings.

30. Keller, F. Learning and Reinforcement Theory. New York: Random House. 1954. 37 pp.

    A concise explanation of reinforcement theory and several behavioral terms.

31. National Society for the Study of Education. Theories of Learning and Instruction, Part I. Chicago: University of Chicago Press. 1966. 430 pp.

    A NSSE Yearbook. A compilation of papers on several learning theories, learning factors like motivation, creativity, etc. and their applications to education.

32. Miller, N. Graphic Communication and the Crisis in Education. (Special Issue AudioVisual Communication Review, Vol. 5: No. 3. 1957. 120 pp.)

Results of a conference looking at the problems of graphic communication in education. Discusses problems and describes psychological principles of learning.

C. Research

33. American Educational Research Association. "Instructional Materials: Educational Media and Technology." Review of Educational Research. Vol. 38: No. 2. April 1968 85 pp.

This issue of R.E.R. summarizes research on design and selection factors, utilization and management of learning resources, learner variables and educational media, and the relationships of educational media to objectives.

34. Gage, N. (ed) Handbook of Research on Teaching. Chicago: Rand-McNally Company. 1963. 1218 pp.

A summary of research in all areas of education.

35. Kurlinger, F. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston. 1966. 739 pp.

A basic research text describing the language and approach of science, research design, types of research, measurement and data collection principles, probability, statistical inference and data analysis and interpretation.

36. Popham, W. J. and Baker, R. (eds) "Curriculum," Review of Educational Research, Vol. 39. No.3, June 1969. 82 pp.

This issue of R.E.R. contains a summary of the research on curriculum materials, in addition to descriptions of the issues in curriculum evaluation and research, forces influencing curriculum, and the history and current state of the curriculum field.

37. Torkelson, G. "Educational Media," What Research Says to the Teacher Series. No. 14. Washington: National Education Association. 1968. 33 pp.

Summarizes research on various media, their characteristics functions, and implications for education.

D. Systems

38. Banathy, B. Instructional Systems. Palo Alto, California: Fearon Publishers. 1968. 106 pp.

Defines the term system and describes how to employ systematic procedures to the design of instruction.

39. Mager, R. and Beach, K. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers. 1967. 83 pp.

Describes procedures for systematically developing instruction using examples from vocational education to illustrate the process.

40. Pfeifer, J. New Look at Education. New York: Odyssey Press. 1968. 162 pp.

Describes existing applications of the systems approach to several areas of education.

41. Taba, H. Curriculum Development, Theory and Practice. New York: Harcourt, Brace and World, 1962. 529 pp.

A curriculum text describing curriculum development, materials, methods, learning theories, and objectives. Blends traditional and systems approaches to curriculum design.

E. Instruction

42. Armstrong, R., Cornell, T., Kraner, R., and Robinson, W. (eds) Developing and Writing Behavioral Objectives. Tucson, Arizona: Educators Innovators Press. -968. 95 pp.

Describes writing, criticizing and measuring behavioral objectives and attempts to relate behavioral objectives to affective, psychomotor, and cognitive domains. Self-tests are included.

43. Bloom, B. S. (ed) Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: Longman, Green and Co. 1956. 207 pp.

A classification and description of cognitive educational goals with illustrative test items.

44. Bruner, J. The Process of Education. New York: Random House. 1960. 97 pp.

Describes education in general, the importance of structure in instructional design, readiness, intuitive and analytic thinking, motives for learning, and aids to teaching.

45. Bruner, J. Toward a Theory of Instruction. Cambridge, Mass.: Belknap Press. 1966. 176 pp.

Describes factors that influence learning and discusses their implications upon instructional design.

46. Espich, J. and Williams, B. Developing Programmed Instructional Materials. Palo Alto, California: Fearon Publishers. 1967. 138 pp.

A programmed text that teaches procedures for developing programmed instruction.

47. Green, E. The Learning Process and Programmed Instruction. New York: Holt, Rinehart and Winston. 1962. 150 pp.

Describes reinforcement theory and its application to instruction and learning with a focus on programmed instruction.

48. Krathwohl, D., Bloom B., and Masia, B. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Co. 1956. 196 pp.

A classification and description of affective educational goals with illustrative test items.

49. Mager, R. Developing Attitude Toward Learning. Palo Alto, California: Fearon Publishers. 1968. 104 pp.

Describes systematic procedures for motivating students to learn.

50. Mager, R. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers. 1962. 60 pp.

A programmed text that teaches identification of behavioral objectives, their components, and appropriate test items.

51. Popham, W. J. The Teacher Empiricist. Los Angeles: Aegus Publishers. 1965. 76 pp.

Describes general procedures for developing instruction. Contains condensed versions of Handbook I and II of the Taxonomy of Educational Objectives (Bloom and Krathwohl.)

F. Communication

52. Hall, J. and Byrnes, F. (eds) Visual Communication. Washington, D. C.: National Education Association. 1960. 160 pp.

Describes theories of communication and perception, research related to each, and their implications on the design, selection, and use of media.

53. Berlo, D. The Process of Communication. New York: Holt, Rinehart and Winston. 1960. 318 pp.

Describes a model of the communications process and a model of the relationship of this process to meaning.

54. Fabun, D. (ed) "Co-munications," Kaiser Aluminum News. Vol. 13: No. 3. 1965. 39 pp.

An issue of the Kaiser Aluminum News which describes communications theory and the factors influencing clear communication. (Single copies available at no cost by writing Kaiser Aluminum News, Kaiser Center, Oakland, California 94604).

55. Hall, E. The Silent Language. Garden City, New York: Doubleday. 1969. 199 pp.

A social-psychological view of different peoples perceptions of forms of non-verbal communication.

56. Miller, G. The Psychology of Communication. New York: Basic Books. 1967. 195 pp.

Describes the relationships of psychology and learning to communication and research and problems related to recording and translating into verbal codes.

G. Media And Production

General

57. Brown, J., Lewis, R., and Harcleroad, F. AV Instruction: Media and Methods 3rd Edition. New York: McGraw-Hill. 1969. 621 pp.

A general text on constructing, selecting, and using audiovisual materials and equipment.

58. McLuhan, M. The Medium is the Massage. New York: Bantam Books. 1967. 160 pp.

Describes the term medium, the effects they create, their social impact, and other things.

59. McLuhan, M. Understanding Media. New York: Signet Books. 1964. 318 pp.

Describes factors that brought print and non-print media into existence and their impact on society.

60. Rossi, P., and Biddle, B. (eds) New Media and Education. Garden City, New York: Anchor Books. 1966. 480 pp.

A compilation of readings related to the following aspects of the media field: (1) recent and projected technological developments, (2) impact of new media on school systems and other aspects of American Education, and (3) general implications of media for American society.

Specific Media and Production

61. Costello, L. and Gordon, G., Teach with Television. New York: Hastings House Publishers. 1961. 192 pp.

Describes procedures for planning, producing and evaluating televized lessons and administering and financing instructional television in schools.

62. Diamond, R. (ed) Instructional Television. New York: McGraw-Hill. 1964. 304 pp.

Describes applications of television to education, television administration, and future perspectives in the use of TV.

63. Eastman Kodak. Movies With a Purpose. Rochester, New York: Eastman Kodak Co. 1969. 27 pp.

Describes procedures for planning and producing single concept films using simple movie equipment. (Available free from Motion Picture & Education Markets Division, Kodak Company, Kodak Park, Rochester, New York.)

64. General Electric. You and the Computer. Schenectady, New York: General Electric Company. 1965. 21 pp.

Describes the elements, operations, and programming of computers on an introductory level. (Available free from Educational Publications Dept., General Electric Company, Schenectady, New York 12305.)

65. International Business Machines. More About Computers. Armonk, New York: International Business Machines. 1969. 52 pp.

Describes the history of computer development, elements of computers, computer logic, languages, and applications at an introductory level. (Available free from IBM, Armonk, New York 10504.)

66. Kemp, G. Planning and Producing Audiovisual Materials. (Second Edition) San Francisco: Chandler Publishing Company. 1968. 251 pp.

Describes procedures for planning and producing instructional materials from simple graphics to motion pictures and television.

67. Mascelli, G. The Five C's of Cinematography. Alhambra, Calif.: Bordon Company. 1968. 251 pp.

A general book describing procedures, principles, and techniques for making motion pictures.

68. Minor, E. Simplified Techniques for Preparing Visual Instructional Materials. New York: McGraw-Hill. 1962. 123 pp.

Describes techniques for mounting various types of visuals, lettering, drawing, adding color and texture, and making photographic and non-photographic transparencies.

69. Murphy, J. and Gross, R. Learning by Television. New York: Fund for the Advancement of Education. 1966. 95 pp.

A critical review of the applications of television to instruction and learning.

70. Revere-Mincom Division, 3M Corporation. Creative Teaching with Tape. St. Paul, Minnesota: Rever-Mincom, 3M Corp. 59 pp.

Suggests uses of tapes for subject areas, and describes recording techniques, cataloging and storing tapes, editing and recording from other sources and terminology. (Available free from Revere-Mincom, 2501 Hudson Road, St. Paul, Minnesota 55119.)

71. Tecnifax Corporation. Teachers Guide to Overhead Projection. Holyoke, Massachusetts: Tecnifax. 1969. 94 pp.

Basic teachers guide to using overhead projectors and making overhead transparencies. (Available free from Tecnifax Education Division, Holyoke, Massachusetts 01040).

H. Evaluation

72. Educational Testing Service. Test and Measurement Kit. Princeton, New Jersey: Educational Testing Service.

A kit containing the following booklets on test construction and evaluation.

Testing Programs, Special Services and Instruction Activities at ETS. 1969. 54 pp.

Multiple-Choice Questions: A Close Look. 1963. 43 pp.
ETS Builds a Test. 1965. 24 pp.
Short-Cut Statistics for Teacher Made Tests. 1964. 43 pp.
Making the Classroom Test: A Guide for Teachers. 1961. 27 pp.
Selecting an Achievement Test: Principles and Procedures. 1961. 34 pp.
Locating Information on Educational Measurement: Sources and References. 1969. 41 pp.

(The kit is available at no cost from Educational Testing Service, Princeton, New Jersey 08540.)

73. Engelhart, M. "Improving Classroom Testing." What Research Says to the Teacher No. 31. Washington: National Education Association. 1964. 32 pp.

Describes methods and procedures for improving the classroom test.

74. Payne, D. The Specification and Measurement of Learning Outcomes. Waltham, Massachusetts: Blaisdell Publishing Company, 1968.

Describes the nature of measurement and its relationship to objectives. Describes planning, constructing, and evaluating measuring instruments and reporting test results. Standardized tests, their use and misuse, and the assignment of marks are also discussed.

75. Rothney, J. "Evaluating and Reporting Pupil Progress." What Research Says to the Teacher No. 7. Washington: National Education Association. 1968. 32 pp.

Describes the purposes of evaluation, procedures for assessment of achievement and personal-social development, when and who should evaluate, and reporting pupil progress.

76. Wilhelms, F. (ed) Evaluation as Feedback and Guide. Washington: National Education Association. 1967. 283 pp.

A yearbook of the Association for Supervision and Curriculum Development describing the role of evaluation in improving education.

I. Administration

77. American Library Association and National Education Association. Standards for School Media Programs. Washington: National Education Association. 1969. 66 pp.

Describes standards for media programs for schools that were established by a joint committee of the American Library Association and the Department of Audiovisual Instruction of the NEA.

78. Erickson, C. Administering Instructional Media Programs. New York: MacMillan Company. 1968. 660 pp.

A general text on administration of media programs at several levels.

79. Federal Electric Corporation. A Programmed Introduction to Pert. New York: John Wiley and Sons, Inc. 1963. 145 pp.

A programmed text teaching the construction of PERT networks and analysis sheets, and types of managerial decisions that can be made by analyzing the networks and sheets.

80. Hartley, H. Educational Planning - Programming - Budgeting: A Systems Approach. Englewood Cliffs, New Jersey: Prentice-Hall. 1968. 290 pp.

Describes the applications of program budgeting to education and its effectiveness in realizing educational goals.

81. Pearson, N. and Butler, L. (eds) Instructional Materials Centers: Selected Readings. Minneapolis, Minnesota: Burgess Publishing Company. 1969. 345 pp.

Describes the philosophy of the IMC, functions of these centers in elementary, secondary, and higher education, their operations and personnel, and evaluations of their effectiveness.

J. Facilities

82. Green, A. (ed) Educational Facilities with New Media. Washington, D. C.: National Education Association. 1966. 210 pp.

A series of three booklets dealing with programming, planning and guidance and projection systems.

83. Ely, D., Farmer, C., and Knirk, F. Instructional Hardware: A Guide to Requirements. New York: Educational Facilities Laboratories. 1970. 124 pp.

Describes procedures for planning facilities for media utilization and describes specifications for facility design. (Available free from Educational Facilities Laboratories.)

84. MacConnell, J. A Basic Reference Shelf on Facilities for Instructional Media. Stanford, California: ERIC Clearinghouse on Educational Media and Technology. 1968. 13 pp.

Briefly describes the impact of media on facilities design, the role of Educational Facilities Laboratories and the Stanford School Planning Laboratory in research and dissemination of literature on educational facilities, and lists additional references.

(Free literature on educational facilities is available from EFL, 477 Madison Avenue, New York, N. Y. 10022)

K. Change

85. Bennis, w., Benne, K., and Chin, R. (eds) The Planning of Change. 2nd Edition. New York: Holt, Rinehart and Winston. 1969. 627 pp.

A series of papers on the evolution, elements, and dynamics of planned change and values and goals as related to the change process. Describes procedures for implementing change as well as theory.

86. Brickell, H. Organizing New York State for Educational Change. Albany, New York: New York State Education Department. 1961. 106 pp.

Describes the dynamics of instructional change, sociological factors effecting change, and their effects on implementing innovations in New York State. (Findings are relevant to implementing change elsewhere.)

87. Fabun, D. The Dynamics of Change. Englewood Cliffs, New Jersey: Prentice-Hall Inc. 1967.

A collection of issues of the Kaiser Aluminum News, some of which are currently unavailable, that describe the change process, projected changes, and their implications for the present.

88. Miles, M. (ed) Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University. 1964. 690 pp.

In this volume, change processes are given close study by educators, sociologists, psychologists, and writers who have worked in the midst of educational change. They deal with a wide range of questions: What causes resistance to change? Why is a particular strategy of innovation so effective? What principles can be used to plan and guide educational change efforts? Discusses how innovations are adopted and how people react to them.

89. Postman, N. and Wiengartner, C. Teaching as a Subversive Activity. New York: Delecorte. 1969. 219 pp.

A humorous description of weaknesses to the present educational system.

L. Innovation

90. Bushnell, D. and Allen, D. (eds) The Computer in American Education. New York: John Wiley and Sons, Inc. 1967. 300 pp.

Discusses the potentialities and limitations of computer technology in education. Written by leading educators and outstanding practitioners in the field of educational data processing, the book presents a dialogue between technically and not technically oriented persons interested in the growing problem of education.

91. Carlson, E. Games for Learning. Washington, D. C.: Public Affairs Press. 1968. 183 pp.

A popular writer's synthesis of the roles of games in education covering major break-throughs in the field.

92. Committee for Economic Development. Innovation in Education: New Directions for the American School. New York: Committee for Economic Development. 1968. 75 pp.

A policy statement by the Committee on the future of education in the U. S., the role of tecnnology, costs and needed research and innovations.

93. Fabun, D. (ed) "On Education." Kaiser Aluminum News. No. 1-67. 1967. 31 pp.

Describes the influences of social change and technology on education and their implications for future curricula.

94. Hallacy, D. Computers: The Machines We Think With. New York: Dell. 1962. 258 pp.

Describes the general operations and applications of computers. One section describes computer applications to education.

95. Loughary, J. (ed) Man-Machine Systems In Education. New York: Harper and Row. 1966. 242 pp.

Describes applications of man-machine systems to instruction, administration, and pupil personnel services. Background and implementation of man-machine systems are also discussed.

96. Mierhenry, W. (ed) Media and Educational Innovation. Lincoln: Nebraska: University of Nebraska. 445 pp.

A series of papers by scholars in different fields looking at innovation in education. Notes from a public conference held in 1964.

97. Postlewaithe, S., Novak, J. and Murray, H. The Audio-Tutorial Approach to Learning. 2nd Edition. Minneapolis, Minnesota: Burgess Publishing Company. 1969. 149 pp.

Describes experiments in the use of tapes, carrels, and supplementary materials and methods to individualize instruction, with the bulk of instruction via audio tape (audio-tutorial approach).

98. Razer, J. Simulation and Society: An Exploration of Scientific Gaming. Boston: Allyn and Bacon, Inc. 1969. 180 pp.

Describes history of games and their uses in society as well as philosophical and methodological considerations in their development. Provides a general overview of the simulation and gaming field.

99. Thornton,J. and Brown, J. New Media and College Teaching. Washington: Department of Audiovisual Instruction, NEA. 1968. 185 pp.

This book is the report of the Higher Education Media Study. The purposes of the project were:

1. to inventory some of the current (1967) instructional uses of new media of communication in college and university teaching throughout the U.S., and
2. to provide critical descriptions of the varieties of such utilization, their accomplishments, and their problems.

III SELECTED PERIODICALS

The following journals were selected from several available on media and technology. Audiovisual Instruction and Educational Technology are the most general. Subscriptions to journals published by professional organizations can be included with membership dues.

100. American Librarian -- Formerly ALA Bulletin. This new periodical covers the various desciplines and media as they relate to library science. Published monthly by the American Library Association, 50 East Huron St., Chicago, Ill. 60611.

101. Audiovisual Communication Review -- A quarterly publication concerned with research in the technology of instruction. Published by the Department of Audiovisual Instruction, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036.

102. Audiovisual Instruction -- A monthly publication concerned with topics of general interest in media and technology. Published by the Department of Audiovisual Instruction, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

103. Booklist -- Reviews filmstrips, recordings, and other media. Published by American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

104. Educational Product Report -- A publication that reviews and evaluates instructional materials and equipment. Published monthly from October to June (9 times a year) by EPIE Institute, a non-profit cooperative conducting impartial studies of educational products, 386 Park Avenue South, New York, New York 10016.

105. Educational Technology -- A monthly publication concerned with topics of general interest in educational technology. Published by Educational Technology Publications, Inc., 456 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

106. Library Journal -- A monthly periodical which now includes a section which reviews all forms of media. Published by R. R. Bowker Company, 1180 Ave of Ame., New York New York 10036.

107. NSPI Journal -- A monthly publication concerned with topics of general interest in programmed instruction. Published monthly by the National Society for Programmed Instruction, Trinity University, 715 Stadium Drive, San Antonio, Texas, 78212.

108. Review of Educational Research -- A publication concerned with research in selected topics in education. Some issues are devoted to instruction, curriculum, media, and technology. Published five times yearly by the American Educational Research Association, 1126 16th Street, N.W., Washington, D. C. 20036.

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